INDEX TO VOLUME 21 (2006)

Volume 21 Number 1 – February 2006

Editorial 2

Articles

Mary Doveston, Marian Keenaghan
Improving classroom dynamics to support students' learning and social inclusion: a collaborative approach 5

Amanda Watkins
So what exactly do teacher–researchers think about doing research? 12

Christopher Blake, Elizabeth C Monahan
Wishful thinking or a bag of tricks? Helping the beginning special educator 19

Debbie Johnson
Listening to the views of those involved in the inclusion of pupils with Down's syndrome into mainstream schools 24

Denise Chilvers, Angela Cole
Using a sensory approach with children who challenge 30

Cathy Atkinson, Teresa Regan, Christine Williams
Working collaboratively with teachers to promote effective learning 33

Teresa Whitehurst, Amy Howells
'When something is different people fear it': children's perceptions of an arts-based inclusion project 40

Notes on contributors 45

REVIEWS 46

Volume 21 Number 2 – May 2006

Editorial 50

Articles

John Hunter, Una O'Connor
In search of inclusion 53

Laura Lundy, Rosemary Kilpatrick
Children's rights and special educational needs: findings from research conducted for the Northern Ireland Commissioner for Children and Young People 57

Caroline Karayiannis
Integrating and partnering services in schools – an emerging model in Northern Ireland 64

Martin Murphy, David Stewart
Responding to communities in trauma in Northern Ireland: supporting the positive experience of childhood by partnership working 70

Margaret Wright, Fiona Mullan
Dyslexia and the Phono-Graphix reading programme 77

Eileen C. Winter
Preparing new teachers for inclusive schools and classrooms 85

Anna Logan
The role of the special needs assistant supporting pupils with special educational needs in Irish mainstream primary schools 92

Sharon McMurray
Learning to spell: raising standards in spelling and independent writing 100

NASEN AND TES Academic Book award 2005 108

Notes on contributors 109

REVIEWS 110

Volume 21 Number 3 – August 2006

Editorial 114

Articles

Elaine Logan and Anthony Feiler
'Forging links between parents and schools: a new role for Teaching Assistants?' 115

Julie Leoni
'Communicating Quietly: Supporting Personal Growth with Meditation and Listening in Schools' 121

Janet Collins
Bilingualism and Inclusion: more than just rhetoric? 129

Cynthia Lassonde
"You oughta have my life!' The story of Jamie, a resistant writer 135

Caroline Newton, Jannet A. Wright, Michael Clarke, Chris Donlan, Claire Lister and Jasmina Cherguit
Supporting children with communication aids in transition: the perspective of children and adults involved with the Communication Aids Project (CAP) 141

Kirstie Soar, Irvine S. Gersch and Jacqueline A. Lawrence
Pupil involvement in special educational needs disagreement resolution: a parental perspective 149

Susanna Pinkus
Applying a family systems perspective for understanding parent–professional relationships: a study of families located in the Anglo-Jewish community 156

Notes on contributors 162

REVIEWS 163

Volume 21 Number 4 – November 2006

Editorial 166

Articles

Richard Medcalf, Joe Marshall and Clare Rhoden
Exploring the relationship between physical education and enhancing behaviour in pupils with emotional behavioural difficulties 169

Jeff Lewis
The schools role in encouraging behaviour for learning outside the classroom that supports learning within. A response to the 'Every Child Matters' and Extended Schools initiatives 175

Mike Blamires
Is there any point in wearing dead men's spectacles?: How the theoretical insights of Adler and colleagues relate to current practice with children experiencing EBD 182

Carolyn Bromfield
PGCE Secondary Trainee Teachers & Effective Behaviour Management: an evaluation and commentary 188

Heather Roper Marshall
Professionalism and whole primary school factors aiding and impeding the work of the Learning Mentor 194

Barry Groom
Building relationships for learning: the developing role of the teaching assistant 199

John Dwyfor Davies and John Lee
To attend or not to attend? Why some students choose school and others reject it 204

Sue Soan
Are the needs of children and young people with social, emotional and behavioural needs being served within a multi-agency framework? 210

Notes on contributors 216

REVIEWS 217

© nasen 2007